



# Technology-Connected Lesson Plan

<b>Title:</b>	<b>Louisiana Folklife - Naming Traditions</b>
<b>Grade Levels:</b>	K-6
<b>Curriculum Areas:</b>	 Art  Social Studies
<b>Common Core Anchor Standards:</b>	<p><b>Reading</b>            7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.            10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>Writing</b>            4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.            9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening</b>            1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.            3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.            5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b>Language</b>            1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<b>Lesson Objectives/ LA Content Standards:</b>	 SS H-1C-E4 and H-1D-M6 Recognizing and examining how folklore and other cultural elements have contributed to our local, state, and national heritage.  CE-1VA-E2 Exploring techniques and technologies for visual expression and communication.
<b>NIET/TAP Rubric</b>	 <b>Motivating Students</b> Teacher organizes the content so that it is personally meaningful and relevant to students. Teacher develops learning experiences where inquiry,

	<p>curiosity and exploration are valued.</p> <ul style="list-style-type: none"> <li>📄 Presenting Instructional Content Concise communication</li> <li>📄 Questioning Questions are usually purposeful and coherent.</li> <li>📄 Grouping Students Most students participating in groups are held accountable for group work and individual work.</li> <li>📄 Problem Solving Identifying Relevant/Irrelevant information</li> </ul>
Technology Connection:	<ul style="list-style-type: none"> <li>📄 <i>Microsoft Word 97</i></li> <li>📄 <i>Internet</i></li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>📄 Nameplate </li> <li>📄 Name Poem</li> </ul>
Background Information for the Teacher:	<p>Names tell us a lot about people, places, and even things. By looking under the surface of their own names and family names, students learn more about their family history and folklore as well as cultural differences and similarities and symbolic meanings. Names come with stories attached, and every cultural group has its naming traditions. Some cultures name babies after recently deceased relatives; other families find that practice taboo. Many Western European names that traveled to the United States came from occupations (Baker, Miller, Mason), physical characteristics (Strong, Moody), places, (Wells, Woods), time of birth (Noel, Valentine), or by patronym - child of Robertson, O'Connell).</p> <p>As with other traditional cultural expressions, Louisiana names are highly diverse and have been creolized over the generations. Some French-speaking people have Anglo or even German last names. As in other parts of the country, African American families sometimes improvise and create new, unique names for children - the "jazz" of naming (Sheneka Washington, Jarmel Johnson) - and since the Civil Rights Movement some parents have chosen more African names for their children or taken African names for themselves. Hispanic families frequently give children both their father's and mother's last names ( Maria</p>

	<p>Valez Gutierrez).</p> <p>Naming is one of many family traditions appropriate for classroom study. Students get to know each other better and learn more about their family and community history. After the students have researched their own and their parents' names , they will notice names in literature, history, and other studies and know more about these names. By starting with themselves, students see that all families have naming traditions but these traditions differ—and they change over time.</p> <p>(Material excerpted from <i>Discovering the Obvious: Our Lives as "the Folk"</i>).</p>
Procedures:	<ul style="list-style-type: none"> <li>📖 Read : "How the Koasati Got Their Name" from <i>Swapping Stories</i>, published by University Press of Mississippi. Find the story online at:  <a href="http://www.lpb.org/programs/swappingstories/langley_koasati.html">http://www.lpb.org/programs/swappingstories/langley_koasati.html</a>            Blackline copy in materials</li> <li>📖 Introduce the naming traditions lessons by reading parts of <i>Chrysanthemum</i> by Kevin Henkes. Review the Interview sheet that children can use to interview their parents about their own names.</li> <li>📖 Introduce the lesson by telling your name story. Have students use the "3-step Interview technique" to find out about their partners' name stories. (Students form 2 pairs within their teams of four. Pairs interview one another taking notes. Team members take turns sharing interview information.)</li> <li>📖 Visit one of the following websites to research your name;            "First Names and What They Mean"  <a href="http://www.zeloce.inter.net/firstnames/index.html">http://www.zeloce.inter.net/firstnames/index.html</a>            "Surnames: What's in a Name?"  <a href="http://clanhouston.com/name/surnames.htm">http://clanhouston.com/name/surnames.htm</a></li> <li>📖 Techie Moment - demonstrate procedure for creating nameplates in Word. Draw tools, positioning in document, insertion of Word Art, clip art.</li> <li>📖 Individuals open Microsoft Word 97 and create a nameplate for their partners. Using clip art or the draw tools, they decorate the nameplate in a way that symbolizes the name story.</li> </ul>

	<ul style="list-style-type: none"> <li>🖨️ Print, file 2 copies, fold 3<sup>rd</sup> copy and place on partner's computer as a name tent.</li> <li>🖨️ Whole group, share some of the stories.</li> </ul>
Lesson Extensions:	<ul style="list-style-type: none"> <li>🖨️ Visit website "What's in a Name with Sonya Skunk" to see examples of Name Poems. See Name Poem lesson plan attached.</li> <li>🖨️ <a href="http://www.Animabets.com/activities/s-names/nameWords.html?nam=Sonja">http://www.Animabets.com/activities/s-names/nameWords.html?nam=Sonja</a></li> <li>🖨️ Write Name Poetry that characterizes the person.</li> <li>🖨️ Illustrate with Digital photographs.</li> <li>🖨️ <u>A My Name is Alice</u> by Jane Bayer is another extension of this lesson that correlates. Read part of pattern writing book and show example of student created book and explain technology connection. Call attention to the TC Lesson Plan for <u>A My Name is Alice</u>.</li> </ul>
Materials:	<p>Digital camera and disks,  <u>A My Name is Alice</u> by Jane Bayer and student produced book.  <u>Chrysanthemum</u> by Kevin Henkes  Microsoft Word 97  Internet</p>